DOCUMENT RESUME

ED 320 737 RC 017 592

AUTHOR	Berliner, BethAnn
TITLE	Promising Programs and Practices: A Sourcebook for Rural Educators.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Jun 89
CONTRACT	400-86-0009
NOTE	84p.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Curriculum Development; *Curriculum Enrichment; *Educational Environment; Educational Technology; Elementary Secondary Education; High Risk Students; *Instructional Innovation; *Rural Education; Special Education

ABSTRACT

Much of the success of rural education lies in the creative, resourceful, and effective school programs and practices developed by teachers, administrators, and communities. This sourcebook contains a sample of programs that work well for rural and small schools in Arizona, California, Nevada, and Utah. The common characteristics of these schools are scarce resources, community isolation, and relatively small student enrollments. These programs were nominated by superintendents, principals, teachers, and other educators using the four criteria, namely: creativity, effectiveness, responsiveness, and commitment. Programs are listed alphabetically in 6 categories: (1) Innovative Instruction; (2) Curriculum Development, Improvement, and Enrichment; (3) Using Technology; (4) Students At Risk--Social and Academic Growth; (5) Special Education; and (6) School Improvement. Each of the 61 program entries is a brief description of the who, what, where, when, why, and how of a particular program or practice. Also included are lists of resources and publications for rural educators and a state-by-state program index. (ALL)

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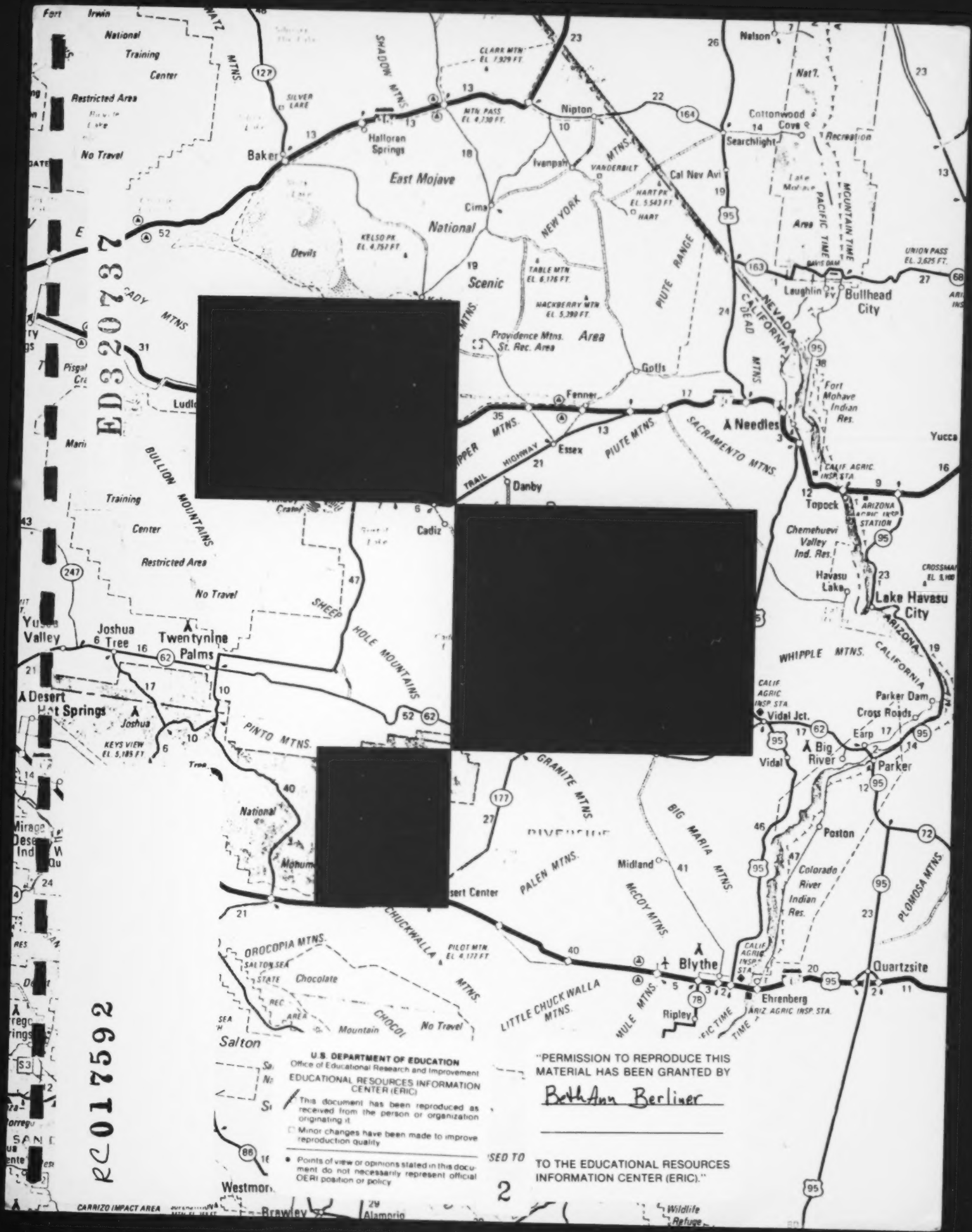

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Promising Programs and Practices: A Sourcebook for Rural Educators

BethAnn Berliner

June, 1989

Rural Schools Assistance Center
Far West Laboratory for Educational Research and Development
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Promising Programs and Practices: A Sourcebook for Rural Educators

Much of the success of rural education lies in the creative, resourceful, and effective school programs and practices teachers, administrators, and communities develop. What follows is a sample of "what works" given the scarce resources, community isolation, and relatively small student enrollment characteristic of rural and small schools in Arizona, California, Nevada and Utah.

This Sourcebook is for you. The information is intended to suggest, inspire and pave new directions for rural school improvement. By drawing on your own skills and talents, you can adapt other educators' good ideas to your own classroom and school.

Entries to the Sourcebook were nominated to the Far West Laboratory by superintendents, principals, teachers and other educators using the following criteria:

- Innovativeness: creative, promising or exemplary responses to rural school needs.
- Effectiveness: achieving, at least in large measure, intended goals.
- Responsiveness: addressing special student populations.
- Commitment: a course of action achieving educational improvement.

The Sourcebook is organized alphabetically by chapter and indexed state-by-state. Each entry is a brief description of the who, what, where, when, why, and how of a particular program or practice. Some entries will indicate that there are materials or training available; others are just a phone call away for additional information.

By sharing information, rural educators can learn from one another, enriching themselves professionally and expanding educational opportunities for children. It is our hope that you will continue to share your ideas with us and with each other.

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Adopt-A-Class

Bea Lingenfelter, Principal
Westport Elementary School
5218 S. Carpenter Road
Modesto, California 95351
(209) 538-0174

Goal:
To establish a partnership between local businesses and the public schools.

Overview:
"Quality education is everybody's business" is the motto of Westport Elementary School. And "everybody's business" in the small central California town, whether it be a dairy or a bank, is helping to improve the public schools. Most of the Westport classrooms have been adopted by a local business. The Chamber of Commerce helped to identify interested businesses and arrange the adoption. The Adopt-A-Class program is a career education program geared especially for elementary students who have little understanding of how businesses work and limited job experience.

Local business people introduce students to basic economic principles and business administration skills. By providing examples from and visits to their businesses, students learn about work habits, recruitment strategies, various occupation and job-seeking skills. Adopting a classroom has also enhanced the image of participating businesses in the community.

Adopters sponsor school contests and field trips, tutor students, display student art in their offices, and participate in Career Education Day. By sharing their expertise, business people can help students identify options and make informed choices about employment, consumption and career development.

Anchor Kids

John Pavlovich
Southside Elementary School
4991 Southside Road
Hollister, California 95023
(408) 637-4439

Goal:
To improve basic writing and oral presentation skills.

Overview:
Every morning for fifteen minutes the students at Southside Elementary School watch the news on a closed circuit television. It has been written, produced and reported by the students. News articles about school, local, state or national interest are written daily by all students in grades 1-8. Alternating groups of three students do the reporting

News articles must contain a who, what, where, when, why, and if possible, how. Many students report about a family incident or interview a local person. Factual games such as riddles, jokes, and mysteries are also popular. Students even write to the school advice column, "Dear Rosa." They often ask Rosa for help in resolving conflict with friends, siblings, parents and teachers. Her advice is screened by the principal before being broadcast. The principal also interviews the "student of the week" as a way to recognize sportsmanship, hard work and achievement.

All newscasters are trained by the principal to report the news, not to read the articles. The principal chooses the daily "anchor kids" and the articles to be broadcast. Students operate the video camera and tape each broadcast and other important school events.

According to the teachers, kids will do almost anything to be on television, including writing articles and presenting them aloud.

Artists in Residence

Arizona Commission on the Arts
417 West Roosevelt
Phoenix, Arizona 85003
(602) 255-5882

California Arts Council
1901 Broadway, Suite A
Sacramento, California 95818
(916) 322-8916

Nevada State Council on the Arts
329 Flint Street
Reno, Nevada 89501
(702) 789-0225

Utah Arts Council
617 East South Temple
Salt Lake City, Utah 84102
(801) 533-5895

Goal:
To help students develop an interest in and appreciation of various mediums of art.

Overview:
Funded by the National Endowment for the Humanities and local sponsors, professional artists are placed in schools, libraries, museums and other community-based settings to share their insights and talents with students, teachers, administrators and parents. Experts in architecture, dance, design art, film and video, folk art, literature, music, photography, theatre, and visual arts divide their residency between studio work and classroom demonstrations, workshops, inservices, and individualized instruction.

Residencies are competitive, and artists are selected by a panel of peers, educators and the state program coordinator. The commitment ranges from one to six months at any one site; the pool of artists has grown to such an extent, however, that many participating schools have integrated residencies into the standard curriculum and rotate from medium to medium according to the expertise of the artist.

While the artist in residence program was not conceived as a rural school program, it has proven particularly effective for students in small, isolated communities who have little access to museums, the fine arts and professional performances. The hands-on experience of creating art becomes just as important as the awareness, appreciation, criticism and interpretation that arises from the experience of working with professional artists.

The Buddy System

Christine Reeves and Jan Christensen
O.C. Johnson School
1201 W. 12th Street
Yuma, Arizona 85364
(602) 782-3629

Goal:
To assist 1st grade students to expand their reading and writing vocabulary to better match their speaking vocabulary.

Overview:
The students in the above average 6th grade reading groups spend an hour every Friday morning reading and writing stories with their 1st grade "buddy." Buddies are pairs of students who are matched to help one another gain better language and writing skills as a well as leadership and social skills. The Buddy System is fairly routine: the 1st grade student tells a story, whether true, fictional or fantastical, to the 6th grade student whose responsibility is to write it as a composition. It is then read aloud by both students and together they make corrections. Another pair of buddies proofreads the composition before it is submitted for a grade. After teacher review and all corrections are made, the 1st graders read the manuscript aloud to their parents.

If the buddies finish their assignment early they use the extra time for reading. This is a particularly good tutorial for the younger, less experienced reader.

This program has been so successful that the advanced 5th grade readers are buddies with the kindergartners, and social relations between the younger and older students has improved all around. Since the program began, there has been an increase in reading achievement awards among 1st grade students.

Cross-Age Tutoring Using Precision Teaching

James R. Peterson, Principal
Ephraim Elementary School
151 South Main Street
Ephraim, Utah 84627
(801) 283-4171

Goal:
To improve math and reading skills.

Overview:
Each day the 5th grade students spend ten minutes tutoring 1st graders in reading and math, and then time their mastery of the lesson using precision teaching techniques. At the completion of each tutoring session, the 1st graders are tested for one minute to accurately and speedily read aloud, compute, or write a given assignment. Their scores are recorded and the information is used both to illustrate student progress and identify areas needing greater assistance.

Teachers prepare a file folder for each student which contains the daily lesson, the precision test and score chart. The 5th grade students use these materials to guide the tutorial.

The tutors are trained to use a variety of teaching techniques, such as learning games, flash cards and practice drills. Precision teaching is designed to be fun, challenging and individualized so that students can learn at their own rate. Tutors are also instructed in ways to give helpful and supportive feedback. While praise from the older students seems a strong motivator for the younger students, tutoring gives the 5th grade students a sense of responsibility and importance. Cross-age tutoring has improved student achievement as well as the school climate.

Cultural Exchange

Nancy Helm, Principal
Del Rio Elementary School
Chino Valley, Arizona 86323
(602) 636-4414

Goal:
To enrich student understanding and sensitivity about other cultures through experiential learning activities.

Overview:
The teachers at Del Rio Elementary School are convinced that the best way to promote cultural understanding is to promote friendship between differing cultural groups. To achieve this, they arranged a cultural exchange with the students at the Polacca Day School on the First Mesa of the Hopi Reservation. The students, school administrators and tribal leaders invited Del Rio students to attend First Mesa's Indian Days Celebration.

Since the round-trip travel time from Chino Valley to Polacca is 18 hours, the cultural exchange was limited to forty 2nd through 6th grade students. Each submitted an essay about why they wanted to participate in the program and how they would share the experience with the other students in their class. A faculty screening committee selected the participants.

Preparation for the cultural exchange included presentations from an anthropologist and a Hopi tribal leader. The program matched each Del Rio student with a Polacca host student: they exchanged gifts of friendship and together participated in a dance and food festival. Traditions, lifestyles, school activities and other cultural differences and similarities were discussed. Follow-up activities included writing thank you letters to host students, school presentations of the cultural exchange, and preparation for the Polacca students to be hosted at Del Rio.

Duck Valley Poetry Project

Sarah Jordahl Reeve
Owyhee High School
P.O.Box 276
Owyhee, Nevada 89832
(702) 757-3400

Goal:
To promote cooperative learning and student responsibility through cross-age teaching.

Overview:
Many of the students in Owyhee, Nevada, located on the Duck Valley Indian Reservation, do not complete school beyond the elementary grades. They have a family responsibility to help raise the younger children. Adapting this traditional family role, selected high school creative writing students are placed in a 4th grade classroom as cross-age teachers.

The "student teachers" alternate leading a poetry curriculum unit designed by themselves. They plan the lessons collectively and write poems to be used as models and instructional aides. In addition to traditional rhyme and rhythm poetry, the students are encouraged to be creative and to write with imagination, emotion and sensitivity to Shoshone and Paiute culture. They evaluate their students' work as well as their own through group discussions and personal teaching journals. Their journals document both the teaching skills acquired and feelings toward their new role and responsibilities.

Nature Awareness Trail

Penny Shoop
Scotia Union School District
P.O. Box 217
417 Church Street
Scotia, California 95565
(707) 764-2212

Goal:
To develop an outdoor, interactive biology laboratory and environmental study center using the natural surroundings of an elementary school site.

Overview:
Around the Stanwood A. Murphy Elementary School runs a three acre nature trail developed and maintained by the K-8 students and teachers. In this remote northern California logging town, the community is committed to the effective utilization of natural resources and environmental preservation. With a small Environmental License Plate Grant and donations of seeds, seedlings, tools and lumber from parents and community members, the trail has become both a community project and environmental study center.

The nature trail includes an aquatic habitat (wet lab) which illustrates the seasonal cycles of a vernal pond and the life cycles of aquatic plants, insects and crustaceans. The trail is also used to study the terrestrial biology and botany of the local environment. Students are instructed in the seasonality of flowering plants, trees and native grasses; plant identification techniques; horticulture and forestry; natural resources management; and outdoor safety and appreciation. Grade level appropriate curricular activities have been developed to maintain and enhance the trail and guest experts present units on special topics such as local geology or reforestation.

The teacher coordinating the nature awareness trail developed curricular materials and field guides to plant identification. She conducted inservice training for other school and district teachers in order for them to better use the trail as an environmental study center. Teacher and student surveys, as well as the community response to the project, have been highly favorable. Scientific literacy about the local environment has improved.

Newspaper Club

Joann Gould
Indian Oasis Primary School
P.O. Box 248
Sells, Arizona, 85634
(602) 383-2601

Goal:
To encourage writing through the production of a school newspaper.

Overview:
Before school and during the lunch recess, the trailer overlooking the playground on the K-3 Indian Oasis Primary School is a newspaper club. It is filled with typewriters, tables, chairs, tape recorders, art supplies and color-coded file folders for the "reporters" to keep their finished and unfinished stories.

The newspaper club is open to all students, and they come and go throughout the year during their free time. It is supervised by the reading specialist who encourages the students to "play newspaper." They write both creative and factual pieces, and often document a cultural event from their village. The students are Tohono O'Odham Indians and, although the five annual newspapers are written in English, the headlines are written in their indigenous language. Until two decades ago, Tohono O'Odham was not a written language.

Students produce all of the art work and lay out the newspaper using a waxer which reduces the mess and simplifies the process of gluing. Before publication, the articles are edited by the teacher and the writing is improved by the students. All finished articles are published. Younger students who are still struggling with the fundamentals of writing can dictate a story to be written by an older student or teacher.

The newspaper club is a popular freetime activity. With the increase in student reading, writing and storytelling there has been an improvement in comprehension, higher-order thinking and verbal and written expression.

Peer Tutoring For Remedial Readers

Carol Van Sant
South Fork High School
Miranda, California 95553
(707) 943-3144

Goal:
To improve the skills of remedial readers by using trained peer tutors.

Overview:
South Fork High School, nestled in the California Redwood forest, conducts a mandatory seventh period remedial reading program for all students who read below the 8th grade level. Since the school is cramped for space, pairs or small clusters of students matched with their peer tutor are huddled around the sewing machines in the home economics classroom. The main goal of the class is to ensure that all students acquire a minimum reading competency at the 8th grade level by graduation.

Initially, peer tutoring was a response to the lack of funds to support additional personnel. It has proven to be key to the success of the reading program which boasts pre/post test results of three to four months improvement for each month tutored.

Peer tutoring is an elective course at South Fork High School, and candidates are screened for good attendance, cooperation, commitment, compassion and a minimum reading level. Academic excellence is not heavily weighed, and many former remedial readers eventually return as peer tutors. Upon completion of the course, the peer tutors participate in inservice training on diagnostic and tutoring techniques and receive a handbook, training materials and records. The peer tutors are monitored by the teacher and special education teacher and tutorials are individualized. They concentrate on such issues as reading rates, vocabulary building and inferential comprehension.

The peer tutoring program allows remedial readers an opportunity to have individualized, though not isolated , instruction and to receive immediate feedback. The comraderie of learning from other students has helped to strengthen the self-esteem and commitment to complete high school of students who otherwise were identified as at-risk of failure or dropping out due to, among other reasons, remedial reading skills.

Pre-K Program

Linda Seymour
Snowflake Unified School District
P.O. Box 1100
Snowflake, Arizona 85937
(602) 536-4156

Goal:
To identify at-risk pre-kindergarteners and prepare them for school entrance.

Overview:
The Snowflake Unified School District makes an annual appeal to parents of four year olds who will be entering kindergarten the following year to test their child's fine motor, gross motor, visual, auditory and language skills before school entrance. Identification of a deficiency in any of the skill areas qualifies the family to participate in the Pre-K Program. This is an intervention measure for children who otherwise would be at-risk of failing to keep pace with their peers.

The Pre-K Program trains and coordinates a cadre of instructional aides to make weekly home visits to the participating families. Each aide brings a "tub" filled with books, games and manipulatives to enrich home instruction. During the one-half hour visit, aides review activities, provide instructions for new activities, offer advice and support and conduct updated assessments. Each week a progress report is made to document any improvement or problems that arise so that appropriate acceleration or remediation can occur.

Once a month the aides organize a session for all of the participating youngsters. Throughout the year the program also sponsors parent workshops on child development, special education, home instruction and enrichment activities. At the end of the Pre-K Program, which corresponds with the end of the school year, the youngsters are invited to spend a day in kindergarten. They are given a tour of the library and cafeteria and are welcome to participate in classroom activities. Teachers report that they can identify those youngsters who participated in the Pre-K Program by their relative social maturity and comfort with the transition from home to school.

Pre-Kindergarten Visitation

Shirean Duntsch
Lewiston Elementary School
P.O. Box 120
Lewiston, California 96502-0120
(916) 778-3984

Goal:
To help pre-school age children and their parents make a smooth transition into school.

Overview:
Going to school for the first time can be a confusing, even frightening experience for some children. This may be especially the case in rural areas where children have limited access to preschools and day care centers. At Lewiston Elementary School, pre-school age children have an opportunity to visit a classroom before entering kindergarten the following fall. They and their parents are invited to spend either one morning or afternoon as guests of the kindergarten class. The pre-school age children are encouraged to participate in all classroom activities and parents/guardians are encouraged to interact with all students.

Only one preschooler is scheduled to visit the kindergarten class at a time. An effort is made to make the visit a positive, friendly and welcoming experience with the purpose of easing the transition for both preschooler and parent into the school routine and classroom activities.

Project Children's Books

Lois Farr
Snowflake Junior High School
Highway 77
Snowflake, Arizona 85937
(602) 536-2163

Goal:
To promote creative writing and provide each student an opportunity to publish a book.

Overview:
Each 8th grader at Snowflake Junior High School is a published author. As an annual school activity, 8th grade students write, edit, word process, illustrate and publish a children's book written about and dedicated to a 1st grade student at a neighboring elementary school. Interviews with the first graders help the authors to craft their story. Personal information such as names of siblings and pets; favorite colors, foods, and activities; and dreams and ambitions are woven into the characters, plot and illustrations. Most of the stories are silly, fantastical or adventurous.

As both writer and publisher, the students decide the layout of their book, the number and detail of the illustrations, and the cover design. The books are bound and the cover and illustrations are laminated. As a final touch, the 8th grade students read their books aloud to the 1st grade class and then present them as gifts.

Project Children's Books is credited with inspiring many other creative writing activities. It also bolsters the self-esteem and confidence of student authors and makes the 1st graders feel special. One longtime teacher said that some of her previous 8th grade students are now parents with 1st graders, and their children are as excited to receive the books as they remember writing them.

Project Heart!

Mary Wrobel
Maple Creek School
15933 Maple Creek Route
Korbel, California 95550
(707) 668-5596

Goal:
To help students better understand themselves through collective story writing and the performing arts.

Overview:
Together the students and teachers in the two-room Maple Creek School in rural northern California wrote a story, adapted it into a script and performed an original play titled "Heart!" The project began with the students studying folktales from around the world. Students read the tales, enacted and rewrote them with endings and characters as background for the writing of their own folktale.

A local storyteller helped the students learn to write and tell their own folktales as a way to document their life and cultural experiences. After much practice, the students participated in a sharing ritual: each of them wrote, told, and performed their folktale for the other students in the school. Based upon the performances, the storyteller helped the students decide how to integrate their individual characters, themes and movements into a collectively inspired folktale. Students were divided into clusters to transform ideas into a workable script with a performing role for each student. Collaboration, compromise and the division of responsibilities were challenges for both staff and students.

"Heart!" is about a young scholar who inherits his grandfather's trunk, and with it the unfolding of some of life's mysteries and adventures. It was performed before the community and students at other schools. More than 150 letters of appreciation and congratulations were received by the student playwrights and performers. Since "Heart!," the students have kept journals to document their feelings about working together and sharing personal thoughts and experiences. Other follow-up activities have focused on improving global awareness and cultural understanding through the study of folktales, storytelling and the performing arts.

Resource Teaching Program

David G. La Quay
Helendale School District
P.O. Box 249
Helendale, California 92342
(619) 245-8220

Goal:
To more effectively provide services for Chapter 1, limited-English proficient/non-English proficient and GATE (gifted and talented) students.

Overview:
Isolated between San Diego and the Arizona border, Helendale School District developed a way to provide specialized services for Chapter 1, limited-English proficient/non-English proficient and GATE students despite its small size. Its solution was to create a resource teaching program. The principals at the elementary and middle school jointly support a full-time certified resource teacher whose responsibility is to coordinate special services throughout the district.

A major role of the resource teacher is to oversee and train a cadre of VIPS (volunteers in public schools), who are placed one-to-one with a Chapter 1 student in their own classroom. The VIP is trained to offer supportive tutorials and to monitor student progress. Each VIP makes a minimum nine week commitment, and is awarded for their service. VIPS are also matched with limited and non-English proficient students who are taught in the Resource Room. Parents of the students who participate in this program are invited early in the school year to a reception with school staff and VIPS. An interpreter is present to aid parents in better understanding their childrens' school programs. This has helped demystify and improve the image of the bilingual program to parents, many of whom did not attend school in the United States. Since the district does not receive funding for a GATE program, the resource teacher coordinates an accelerated learning program once a week for students selected by teacher recommendation, standardized test scores and other tests administered by the resource teacher.

The resource teacher also coordinates the computer education program. At the beginning of each school year the resource teacher orients all teachers and students to computers and the learning center. Throughout the year she is available to assist teachers with computer activities.

Schools Without Failure

Fred Openshaw, Superintendent
Tintic School District
P.O. Box 210
Eureka, Utah
(801) 433-6363

Goal:
To promote competency-based credit in all subject areas in all grade levels

Overview:
In the small, rural Tintic School District, the sixteen teachers at the two elementary and two secondary schools are committed to creating schools without failure. The goal is never to use the grade D or F, but rather to group students by ability levels and provide tailored instruction for those not meeting minimum competencies. Below minimum scores on competency-based tests are the basis for the groupings. As a result, there is a range of ages in many classes. There is an expectation that all students can and will learn, but that learning occurs at different paces.

All available technologies and various instructional styles are used: textbooks, peer tutorials, computer-assisted instruction, laser video and tele-teaching. The majority of the teachers in the district are credentialed in multi-grade teaching.

The district has incurred new costs as a result of the Schools Without Failure program. Record keeping has become more detailed and time-consuming. Teachers are investing extra time in curriculum development, individualized instruction, test administration and coordination between the groupings. Initially, parents were uncomfortable with the ability groupings since some of their children were grouped below what was conventional for their age level. Improved competency scores continue to convince parents and teachers alike that the program has merit.

Young Astronauts

Nancy Helms, Principal
Del Rio Elementary School
P.O. Box 225
Chino Valley, Arizona 86323
(602) 636-4414

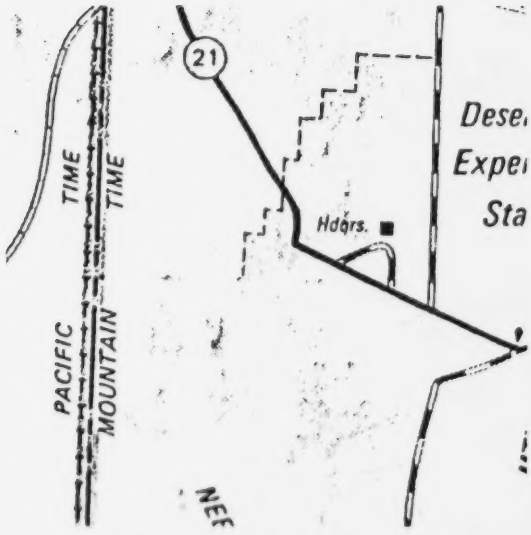
Goal:
To promote the scientific study of astronomy and the national space program.

Overview:
The 4th-6th grade students at Del Rio Elementary School participate in the nationally acclaimed Young Astronauts Program. Like Girl and Boy Scouts, the young astronauts meet twice a month for one hour after school. Based upon the completion of specified activities, the astronauts earn promotion in rank: trainee, co-pilot, pilot, commander, ship commander, and fleet commander.

The meetings include hands-on science activities and field trips to planetariums, observatories and flight training facilities. The young astronauts are befriended by a real NASA astronaut who demonstrates flight simulation, computer graphics and principles of flight.

The young astronauts take a pledge to excel in their studies of math and science and to help others in their class who are struggling in those areas. After school activities are incorporated into the curriculum when possible. NASA scientists conduct Saturday training workshops for teachers on astronomy, physics, space technology, and the teaching of math and science as well as organize school assemblies about NASA accomplishments and international space exploration.

Curriculum Development, Improvement and Enrichment



Cooperative Curriculum Development Between Districts

Robert Burns
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000

Goal:
To assist small, rural districts to work together to develop a language arts curriculum.

Overview:
Rural schools, because of their small staff and lack of resources, often find it difficult to make school improvements and curricular reforms. Far West Laboratory, in partnership with the Arizona State Department of Education, provided curriculum training and guidance to teachers and administrators in rural Pine Elementary, Liberty Elementary and Show Low Unified School Districts. The three districts participated in a successful pilot series of two- or three-day workshops on developing a language arts curriculum and exchanging ideas and expertise. This model of cooperative curriculum development can be replicated with other districts in other curricular areas.

The teachers were organized into cross-district, grade-level teams. As a team they learned to write mastery learning units and to develop appropriate curricular topics. They independently wrote and field-tested an instructional unit and months later reconvened to review their experiences and make improvements. The units were then exchanged among team members who field-tested their colleagues' units. The final workshop provided the teams an opportunity to make revisions and exchange completed instructional units.

Cooperative curriculum development was particularly helpful for the sharing of instructional materials and techniques. By constructing a unit, all of the teachers participated in the development of a more comprehensive language arts curriculum. Just as curriculum development helps teachers to understand and implement the essential skills, it also helps them to understand and apply good teaching.

Dance: Healthy Lifestyles

Lowell Caldwell, Principal
Duchesne Elementary School
P.O. Drawer 370
Duchesne, Utah 84021
(801) 738-2061

Goal:
To provide students an opportunity to develop dance, performance and social skills.

Overview:
All the students at Duchesne Elementary School participate in an articulated dance program that begins with the fundamentals of movement and progresses to choreographed and free form dance performances. The kindergarten through 2nd grade students study rhythm and timing and learn to coordinate movements. This is in preparation for the formal dance program.

Beginning with the 3rd grade, a volunteer dance specialist coordinates the dance program. Round dancing is first introduced. Students learn to perform The Teddy Bear March, Jolly is the Miller and Bingo. In the 4th grade square dancing is introduced, and students master such techniques as allemande left, right and through; see-saw; and the sashay. The dances are performed to the old-time tunes of Blue Tail Fly, Red River Valley and The Little Shoemaker. The students in the upper grades learn basic ballroom dance steps: the waltz, fox trot, lindy, two-step, polka and salty dog rag.

The dance program is held from January to April, twice a week for one-half hour. The dance season ends with a series of performances during the "Festival of the Arts Week." The students perform for neighboring elementary schools and parents. After demonstrating their talents, the 4th and 5th grade students teach their parents the dance steps and the evening program is filled with family dancing.

In addition to improved dance skills, students practice and are rewarded for good manners, courtesy and other positive social behaviors. The competition between older and younger students, and between boys and girls, has improved.

District-Wide Curriculum Planning

Leon Hensley, Superintendent
Lander County School District
P.O. Box 1300
Battle Mountain, Nevada 89820
(702) 635-2886

Goal:
To assist small, rural school districts to develop an articulated K-12 science curriculum.

Overview:
In Spring 1987, Lander County School District was one of three districts in Nevada without a written curriculum. Although the district did not employ a curriculum specialist, the teachers were interested in developing an articulated K-12 curriculum plan that set forth goals for mastery or introduction of particular concepts at each grade level. Throughout summer recess the superintendent earmarked funds to support 28 teachers to participate in the curriculum development process.

With assistance from Far West Laboratory, the initial task was to set goals for the writing project, develop a time frame for completion and procedures for completing the task. The teachers split into elementary and secondary writing groups. The elementary teachers drafted a mastery learning guide for each subject area and the secondary teachers revised a handbook that described each high school course offering. From among these teachers, the district appointed a science curriculum writing team to compile the summer's work into an articulated K-12 plan. The science writing team participated in a two-day workshop sponsored by Far West Laboratory in science instructional techniques and materials.

The science curriculum has been published and serves both as a model for writing and revising curriculum in any content area and as a successful curriculum development process which other districts can replicate.

Elective Program

Ann Miller, Principal
Winnemucca Elementary School
522 Lay Street
Winnemucca, Nevada 89445
(702) 623-8160

Goal:
To offer elective courses to augment the 1-5 core curriculum.

Overview:
During the last class period four times a year, the teachers, instructional aides, administrators, support staff, janitor, and parents pool their talents and offer several concurrent elective workshops on topics not covered in the core curriculum. Electives include puppetry, needlepoint, folk dancing, science for fun, creative thinking, dough art, cooking, wildlife studies, and aerobics.

Before students decide which workshop they want to participate in, a flyer is sent to parents informing them of the elective options and additional costs ($1 for cooking or art supplies). For the most part, the Parents' Group financially supports the elective workshops through fund-raising activities. The students choose which elective they want to take by signing a long sheet of butcher paper hung in a central area. Not every student gets her or his first choice, but an effort is made to ensure that the selection process does not favor the upper or lower grades. Students in grades 1 through 5 are mixed in each workshop, and occasionally an interested parent will participate as well.

Both students and staff look forward to the elective workshops. They offer faculty, staff and parents an opportunity to work together to create a fun and creative educational program. It is also a program that the community boasts of in the local paper.

Foster Grandparent Program

Linda Batsell
Del Rio Elementary School
P.O. Box 225
Chino Valley, Arizona 86323
(602) 636-4144

Goal:
To help elementary students develop a caring, sharing and respectful relationship with the elderly.

Overview:
Once a month the 3rd graders at Del Rio Elementary School visit their foster grandparents at a nursing home located about 15 miles away. A school bus is used to transport the students and many parent volunteers to the nursing home. Not only do students share stories and experiences with their grandparent, but grandparents tell of their lives when they were younger, describe historical events, explain growing older and dealing with death.

The students plan their visit to the nursing home. They grow plants from seed to bring to their grandparents, decorate pumpkins and make gingerbread houses for the holidays, perform music shows, and bring books, art projects, report cards, photographs and other personal items to share. After each visit the students discuss their experiences and feelings and write a summary report of the visit. Letter writing between students and foster grandparents is an ongoing feature of the language arts curriculum, and correspondence is reviewed for penmanship, grammar, spelling and proper addressing of envelopes.

Hug-A-Tree

Sandra N. Stewart
Tahoe Truckee Unified School District
P.O. Box 458
Truckee, California 95734
(916) 587-3493

Goal:
To promote winter survival skills and good safety habits.

Overview:
The teachers and students in the Tahoe Truckee Unified School District, located near Lake Tahoe in the Sierra Nevada Mountains, mourned the death of two elementary students lost in the wilderness during a winter storm. In response, they developed the "Hug-A-Tree" winter survival guide for the primary grades. The title "Hug-A-Tree" embraces key survival tips:

1. Stay put — you will be easier to find

2. Hold onto something

3. Talk to the trees — they are your friends

4. Trees provide shelter

The month of January is designated Winter Survival Month in the district. Students are taught that outdoor wintertime activities can be fun and safe, but that it is essential to take precautions and be prepared for the possibility of danger. If they fear they are lost or severe weather occurs before getting to a safe place, they are taught to follow the STOP rule: S=Stop, T=Think, O=Observe, and P=Plan. Survival tips include information on dressing warmly and in layers; drinking liquids; preventing the loss of body heat; treating hypothermia; making shelters; and sending distress signals. Good preparation is key to wilderness survival. Students are encouraged to tell an adult where they are going, use the buddy system and to carry food, water, a whistle and flashlight. Basic first aide and search and rescue techniques are reviewed.

The curriculum unit presents information about nutrition, the earth sciences, climatology, physiology, psychology, and personal safety.

The Maxwell Miracle

Sondra Dovell, Principal
Maxwell High School
515 Oak Street
Maxwell, California 95955
(916) 438-2291

Goal:
To increase standardized test scores and enrollment in post-secondary programs.

Overview:
In the small rice farming community of Maxwell, California, all but a very few of the 110 high school students are expected to enroll in a post-secondary educational program following graduation. Although many students are concerned about their ability to compete academically or feel confident socially with their urban and suburban peers, more than 80% of the recent graduates are attending Ivy League universities, other four-year universities and colleges, junior colleges or trade schools.

This "miracle", and the overall rise in standardized test scores, is attributed to key school improvements. The first step was to organize the local administrators into a management team to revise and articulate the curriculum. The team asked former Maxwell students to critique their preparation for college, review the content and sequence of instruction and suggest curricular improvements. Some courses were dropped, others were expanded and enriched, such as advanced math, science and honors English. The 7th and 8th grade schedules were also incorporated into the high school afternoon schedule. In addition to departmentalizing the middle grades program, this allowed for curricular offerings unavailable at the elementary school: home economics, wood shop, accelerated science and a laboratory, and the use of a gymnasium for physical education.

Maxwell also offers an Independent Study Program for students age sixteen and older. The program requires a student to meet with a teacher for one hour for every twenty minutes of assigned independent work. This program is especially valuable to working adults, limited-English/non-English speakers, migrant workers and parents who did not complete their schooling earlier in life. The Independent Study Program provides a model of diligence, dedication and accomplishment to the younger students and the community.

Team management and the district commitment to ongoing staff development are also credited with creating a positive learning environment. Reinforced throughout the K-12 curriculum, students are taught that education is a continuous process and that graduating from Maxwell High School is one step in their education, but not the last.

Music/Art Docent

KaLynn Sheffer, Art Coordinator
Davis Elementary School
Vernal, Utah 84078
(801) 781-0250

Goal:
To introduce students to the works of major artists and composers.

Overview:
The students at Davis and Discovery Elementary schools can distinguish a painting by Rembrandt or Pollack and the music of Mozart or Sousa. They can describe how a particular painting makes them feel and identify musical scores from ballets and operas.

Using more than 15 trained volunteers from the community, the Uintah School District has created a cadre of music and art docents who rotate from class-to-class and school-to-school. The articulated K-5 program introduces students to the art of 91 masters and the music of 15 composers. Volunteers are trained by local artists, musicians and other qualified community members. They use reproductions, filmstrips, slides, records and tapes and demonstrate musical instruments and artistic techniques. Students learn critical listening skills and discuss rhythm, melody, dynamics, form, harmony, timbre, tempo and meter. A poster of the composer is placed in the classroom. Complementary activities include creative writing projects, composing and playing music, reading biography and drawing emotional responses based upon the music. Students also learn critical observation techniques. They are taught that art appreciation is a very personal and emotional experience. Color, texture, different mediums, light, space, depth, illusion and movement through composition are discussed. Students are trained in visual perception rather than prepared for an art career. They do, however, have many opportunities to be artistic masters themselves.

National Gallery of Art in the Classroom

Phyllis Weber
El Portal Elementary School
P.O. Box 190
El Portal, California 95318
(209) 379-2382

Extension Programs National Gallery of Art
Washington, D.C. 20565
(202) 737-4215

Goal:
To expose students to the works of great artists and various mediums of art from around the world.

Overview:
Far from the nearest museum, located at the tip of Yosemite National Park, the elementary students at El Portal School "visit" the National Gallery of Art regularly. Through the Gallery's Extension Program, slide shows and videocassettes are available to schools upon request free of charge. "Since we can't show the kids the real stuff," said one teacher, "we'll show them the next best thing."

Teachers review the prepared slide and video shows, and modify the accompanying narration to be appropriate to a given grade level. Each presentation is followed by an art activity that corresponds to the topic or artist. For example, a still life arrangement can be made in the classroom for replication or pastels can be used to capture the illumination common to impressionist paintings. Teachers also incorporate the art lessons into the social studies curriculum, using slides of Asian, African, early American and Eskimo art to describe past and present cultural events and activities. Biographical information about famous artists such as Degas, Van Gogh and Warhol can be learned through their art as well.

Palo Christi Extended Classrooms

Sharon Hackley
Palo Christi Elementary School
500 Maple St.
Kingman, Arizona 86401
(602) 753-2472

Goal:
To provide an enriched learning opportunity outside of the classroom by utilizing local historical, environmental and entrepreneurial resources.

Overview:
Located near the Colorado River in the northern Arizona desert, Palo Christi Elementary School is committed to the principle that important learning takes place beyond the four walls of the school classroom. The school has received a national award for excellence in environmental education. A 45-minute nature study trail has been developed on school grounds. Flora, fauna, geological points of interest and Indian artifacts are identified. The students maintain an organic garden and conduct seed testing for a national gardening magazine.

Once a year the 4th, 5th and 6th grade students participate in an "environmental living program." For two days they live on an island in the Colorado River recreating the lives of the paddlewheel riverboat captains, Indians, miners, pioneers and other local inhabitants of the 1860's. Food, clothing, and other details are authentic to the mid-nineteenth century, including the "kid powered" 20'x 8' paddlewheeler, The Mohave. For the duration of the program, each student pretends to be a real figure from local history.

The students also manage and staff two school-based enterprises. They operate the Palo Christi Post Office (PCPO), and design the stamps, organize the deliver routes, and carry notes to students, teachers and staff. Radio Palo Christi School (RPCS) is broadcast daily and reports local and school news as well as the cafeteria menu.

Project CERES (Career Education Responsive to Every Student)

Barbara Baer
Ceres Unified School District
P.O. Box 307
Ceres, California 95307
(209) 538-0148

Goal:
To create a comprehensive K-12 career education curriculum that provides students with basic academic and employment skills necessary for competent, productive performance both during and after leaving school.

Overview:
With Project CERES "students work to learn and learn to work." The articulated K-12 career education curriculum includes self- awareness, attitude development, career exploration and planning, consumer competencies, educational awareness, decision-making, and an introduction to economic principles and business administration skills. The curriculum is designed to be infused into other subject areas. Teachers use a handbook to guide them through the implementation of grade-appropriate units and teaching options: large and small group activities, individual desk work, home work, field trips, discussions, role-playing and simulations. Teachers are also taught ways to enlist the participation of local business and community representatives as school resources as well as curriculum infusion strategies.

The results of pre/post testing indicate that CERES is an effective career education program. Outcome data from grades 3, 6, 8, 11 show measured gains in identifying responsible work habits, acquiring knowledge of economic/free enterprise principles, career options and job-seeking and retention skills.

Teachers have noted that CERES enhances instructional time and is easy to infuse into other curricular areas. It helps students "learn to cope with an ever changing world," said one teacher. Students find that the practical experience and information CERES offers is beneficial for planning for their future.

Project Enrichment

Ben Shepherd, Vice Principal/Director of Special Programs
Trinidad Elementary School
P.O. Box 3030
Trinidad, California 95570
(707) 677-3631

Goal:
To expand student interests and talents through enrichment activities.

Overview:
In the small town of Trinidad located on the Northern California coast, the students at the elementary school participate in a variety of enrichment activities. The school supports an enrichment teacher who coordinates both classroom and pull-out activities such as art, music, dance, drama, performance, computer studies, journalism and outdoor education.

At the primary grade level, the enrichment teacher works mainly with the classroom teacher to develop, gather materials for, and deliver enrichment activities. The enrichment teacher is also available to assist in individualizing instruction for students with special learning needs in the core curriculum areas. Activities for the intermediate and upper grades often require leaving the classroom and venturing to the aquatic station, outdoor classroom, computer laboratory and community theatre for dramatic and musical performances. An ongoing enrichment activity is the publication of a school-community newspaper. The students are the reporters, writers, editors, desktop publishers and graphic artists.

The enrichment teacher also coordinates school-wide special activities. In the past there has been a Native American Day and Career Day. Currently the students are working with the enrichment teacher to organize an Olympics Day. Groups of students representing different countries will compete in a variety of activities.

Project Leadership

Elizabeth A. Carr, Principal
Biggs Middle and Senior High School
3046 2nd Street
Biggs, California 95917
(916) 868-5825

Goal:
To develop and practice leadership skills and study different methods of governance.

Overview:
All students elected to the Associated Student Government at the combined middle and senior high school in Biggs, California enroll in a student leadership course. The curriculum is designed to be both a historical overview of prominent leaders and various methods of governance as well as a forum to conduct school government on a regular basis. Each student is assigned a research project on a historical leader and asked to teach the class about their leader's method of governance and decision-making. Leadership typologies and analysis skills to measure leadership effectiveness are also studied.

Hands-on leadership skills are practiced and reviewed. Students role-play dilemma situations and seek ways to reach consensus and resolution. Since most of the students are elected officers or representatives, student government activities are conducted in the student leadership class. Feedback is given for ways to improve participatory decision-making and to facilitate meetings. Students conduct the economic business of student government as well. They approve and sign purchase orders and operate the school store, including the purchasing, inventory and selling of merchandise. Student leaders are responsible for many school improvement activities and traditional events such as homecoming and graduation.

Project MADDD (Music, Art, Dance and Drama Development)

Karen Conger, Project MADDD
4070 Fieldbrook Road
Fieldbrook, California 95521
(707) 839-3201

Goal:
To enrich the fine arts experiences of students whose teachers have no specific training in the arts.

Overview:
Project MADDD is a comprehensive K-8 music, art, dance and drama curriculum written for and tested by classroom teachers with little or no experience in the arts. Its goals are to increase student performance and knowledge of the arts, develop and enrich creative abilities, and discover related "after school" activities.

The teacher's manual is written for each area of music, art, dance and drama at each grade level. There are 25 lesson plans, each outlining the skill objective, amount of time and kind of materials needed to complete the lesson, and teaching procedure. Skill continuums and helpful hints on classroom management are also included. The manuals plus music tapes are available for purchase. Inservice training is available upon request.

The evaluation of the program shows that students enjoy the arts and make dramatic improvements in their artistic and rhythmic abilities when given creative outlets in school. Even the novice and self-proclaimed "unartistic" teachers described the curriculum package as fun, easy to use and personally and academically enriching for the students.

The Reading Carousel

Patricia Thompson, K-3 Coordinator
C.W. McGraw School
24th and Arizona Avenues
Yuma, Arizona 85364
(602) 782-3828

Goal:
To develop an integrated language arts program based on award-winning, high-interest and "predictable" literature.

Overview:
The motto of the K-3 program at McGraw School in southern Arizona is "We care about reading!" Each month the teachers receive a rotating large red wagon filled with books. This "Reading Carousel", as the students have come to know it, is an efficient and cost effective way of sharing and integrating language arts materials. The books are used for reading, writing, oral language and theater arts activities.

A large selection of "predictable" literature is chosen for the kindergarten and 1st grade students, many of whom have been identified at-risk. Predictable books feature strong rhythm and rhyme, repeated patterns, a refrain, logical sequences, supportive illustrations and traditional story structure. The predictability of these stories helps students use their prior knowledge to make educated guesses about what will follow in the story. Many of the stories have been translated into songs and other language games. Selections for the 2nd and 3rd grade carousel are award winning and high-interest literature. Books are chosen by themes such as mystery, magic, legends, fables and fairy tales.

After the wagon load of books has been read, students participate in a variety of enrichment activities. They perform scenes from the books, simulate conversations and situations, role-play characters and debate information. Students also compose their own stories, many of which use a predictable structure. As authors, students gain a deeper understanding of the relationship between written and spoken language.

Using Technology

Capstone for a Competitive Edge

Kathy Dunn, Project Director
Arizona Center for Vocational Education
Box 6025 - Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-5442

Goal:
To provide high school students opportunities to use different technologies to develop vocational skills and career options.

Overview:
The Capstone for a Competitive Edge is a summer camp sponsored by the Rural Vocational Education Program at Northern Arizona University. The ten day camp offers one hundred high school students an opportunity to use the latest technology associated with selected general career areas: industrial, health, information, agricultural, marketing and family life management.

For three days the students are placed at work stations that correspond to the different career areas. At the work stations they are given a "problem" to solve that requires the mastery of basic technology skills. They are also given "debit cards" with which to purchase any needed supplies to solve the problem. A secondary teacher and staffperson from an Arizona company that uses the technology will oversee work station activities. Other camp activities include: discussions about employment skills, work ethics, and drug testing; simulations; and actual job interviews with business recruiters.

The Capstone summer camp develops leadership and job skills, and helps students make the transition from high school to work and beyond to a career path.

Carbon County Distance Learning Project

Gene Crocco, Director of Special Programs
Carbon County School District
75 East 400 North
Price, Utah 84501
(801) 637-1732

Goal:
To expand curriculum offerings through distance learning technology.

Overview:
Five years ago, Carbon County School District developed a curriculum expansion program for the secondary schools in the remote parts of the county. By means of interactive audio and video, Carbon Senior High School broadcasts courses not offered in the outlying schools such as foreign languages, calculus, trigonometry, and advanced placement English and history.

The studio/classrooms at the schools are equipped with a 25" television screen and a FAX machine to submit and receive written assignments and tests. The two-way video and audio system provides interactive instruction, with the students at the outlying schools participating with students from other schools in group activities as well as receiving individualized instruction from the teacher. The system is also connected to the two-year College of Eastern Utah. Qualifying seniors throughout the county can enroll in college courses, and many are matriculating with 20 hours of college credit.

The teachers who participate in the distance learning project receive a small stipend to compensate for the extra preparation time involved. Selected high school juniors are trained as camera operators, lowering costs and providing work experience for students. Two camera operators have been awarded school scholarships to pursue their professional interests in videography and film.

DACOTT 21/20 (District and Community of Tomorrow Today)

Gary Peterson, Superintendent
Belridge School District
Star Route Box 900
McKittrick, California 93252
(805) 762-7381

Goal:
To use technology as a tool for providing effective instruction throughout the curriculum.

Overview:
Located in the rural California central valley, Belridge School District, with its one K-8 school, welcomes the challenge of providing society an informed, responsible and employable citizenry. When Belridge made the commitment to integrate information technologies into the instructional process and management of the school, its Board, staff and parents responded with a resounding "Let's prepare our students for the future, not our past!"

All teachers, office staff, and families with students are equipped with a Macintosh personal computer, printer and software. Each student has a computer at his or her desk and has access to a multimedia center, self-paced learning laboratory, and electronic music room for enrichment activities. The telecommunication center provides such services as modems for each student to work at home, satellite and microwave dish reception, and on-line communication with other schools both nationally and internationally.

The vision of the DACOTT 21/20 plan is to:

1. Maintain a learning environment that is challenging, exploratory, fun, cooperative, and that uses a variety of teaching methods and resources.

2. Respect and rely upon the teaching staff as key implementors of educational reform and to provide them opportunities for professional and personal growth.

3. Develop and maintain long-term partnerships with business and educational groups that are committed to providing high-quality education.

The DACOTT 21/20 plan uses technology as a tool for providing effective instruction throughout the curriculum. The core curriculum focuses on the basics skills in language arts, mathematics, history, science, fine arts and physical education. Instruction is structured so learning occurs through exploration and discovery, teamwork and use of a variety of technological tools. Students learn through computer-assisted and supported instruction. They learn about technology by using equipment. Through the proficient use of technology they also develop higher order thinking skills.

The DACOTT 21/20 plan conducts on-going evaluations of all facets of the program. Its evaluators are students, teachers, the Board, community members, and outside experts.

Great Basin Tele-Teaching Project

Stanley H.L. Chow
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000

Goal:
To use tele-teaching as a way for small, rural schools to provide a full range of courses.

Overview:
Until recently, many secondary schools in the high desert of northwestern Utah were unable to offer students a full range of courses. Some students did not have access to courses required for high school graduation or college entrance. Together, the Far West Laboratory, Utah State Office of Education, and superintendents from Box Elder, Toole, Tintic and Millard school districts developed and implemented a tele-teaching project in the Great Basin.

Tele-teaching is a distance learning system which uses a personal computer, monitor, modem, light pen and telephone. The audio-graphic system links a teacher at one school with students at other distant sites, creating real-time, interactive instruction. The teachers and students communicate through audio-conferencing and by drawing on the monitor screen or computer. Between the thirteen participating secondary schools, course offerings have expanded to include: advanced algebra, calculus, trigonometry, chemistry, physics, French, German and introduction to technology.

Teachers receive technical assistance to use the necessary equipment and in instructional techniques to engage students at distant sites. An implementation manual is being developed to help districts purchase, install and test equipment as well as to train teachers and schedule courses.

Peach Springs Project

Michael Reed, Superintendent
Peach Springs School District #8
P.O. Box 138
Peach Springs, Arizona 86434
(602) 769-2202

Goal:
To assist small, rural schools to develop a capacity to use technology for curriculum improvement.

Overview:
Peach Springs School, located on the remote Hualapai Reservation near the Grand Canyon National Park, has developed an effective bilingual curriculum using microcomputers, telephones, videocassettes recorders, video cameras, satellite receptions and optical laser players. Its 225 students are taught to read, write and speak in both Hualapai and English, and standard academic subjects draw heavily upon traditional culture and the local environment. They also develop technical skills through the extensive use of a school-based video production studio.

Technology is a part of every aspect of the school program. As a result, instructional time has increased and curricular activities have diversified and improved. Other rural schools districts have expressed an interest in learning from the Peach Springs curriculum model. Far West Laboratory, in partnership with Northern Arizona University and Arizona School Services through Education Technology, has helped the Peach Springs staff develop training materials and workshops to respond to bilingual curriculum improvement requests. Peach Springs staff participated in an inservice course offered for credit and developed outreach materials to assist other schools in integrating technology into their bilingual program. The staff developed training units on using computers, video production, word processing, instructional technology, special education and bilingual education.

RTS (Rural Television System)

Dan Tone, Director
6205-A Franktown Road
Carson City, Nevada 89701
(702) 885-7551

Goal:
To assist rural communities to establish and operate high-quality public television services and local broadcasts.

Overview:
RTS is a non-profit agency staffed by volunteers committed to providing public television to rural communities. There are 11 RTS mini-stations scattered throughout the western states. Each mini-station uses a satellite dish, low power transmitter, computer equipment, videotape deck and local origination equipment. The stations are fully automated with a digital computer which is uplinked to the Public Broadcasting System (PBS) and rebroadcast via dish antenna.

For an annual fee, RTS provides all the necessary programming, technical and operational support services. Start-up costs are estimated at $105,000 per station, with $25,000 coming from the community and the balance subsidized by the federal government. Since the mini-stations are automated, community volunteers can devote their time to local production and selecting programming options: instructional, drama, cultural or entertainment. The community gains access and control of their television programming and production.

The educational uses of the mini-stations are limitless. Thus far, they have provided: literacy courses, GED class work, distance learning linkages to enrich curriculum offerings, supplementary instruction for home-school students and college credit courses for advanced secondary students. Students are encouraged to participate in all facets of production. At one school, the nine students who will be graduating from high school in 1990 produce a show called "The 9 On 90 News." They research, write and produce each broadcast. In another community, the juvenile court justice "sentences" at-risk students to co-produce a documentary on a topic of their choice with a high-achieving student from their school. Having access to PBS award-winning productions such as Sesame Street, National Geographic and the MacNeil Lehrer News Hour can enrich classroom activities and educational opportunities to the community at large. The mini-stations also centralize technical support for teachers in remote districts and provide an electronic mail system between schools.

Students At-Risk:
Social and Academic Growth

CAPP (Child Abuse Prevention Program)

Melinda Scott, CAPP Director
Madera County School District
28123 Avenue 14
Madera, California 93638
(209) 673-6051

National CAPP Office
Women Against Rape
P.O. Box 02084
Columbus, Ohio 43202
(614) 291-9751

Goal:
To inform children about verbal, physical and sexual assault and provide prevention and intervention alternatives.

Overview:
One in three girls and one in nine boys will be sexually assaulted before they graduate from high-school. CAPP is a national assault prevention and intervention program for students in preschool through high-school. It is particularly useful training for students in rural or isolated communities since their access to social services and confidential treatment is limited.

The articulated curriculum is divided into four segments by grade level: preschool, K-3, 4-8, 9-12. The introductory lessons focus on myths and facts, verbal self defense strategies, appropriate and inappropriate touching, strengthening self-esteem and personal awareness. Role playing and videotaped scenarios are also used to illustrate various forms of assault and prevention. The students are taught about different types of assaulters: family members, acquaintances or strangers. The middle grades program focuses on sexual assault, emotional abuse, neglect and abduction. Physical self-defense options are introduced as well as learning to distinguish passive, assertive and aggressive communication as a way to protect oneself. The older students study gender issues, sex role stereotyping, dating and appropriate ways for boys and girls/men and women to relate to one another.

The program emphasizes victims' rights and that children should tell their parents, friends, teachers, counselors or other responsible community members if they have been assaulted, know of another child who has been assaulted, or is fearful of being assaulted. CAPP also offers instruction for teachers, counselors and parents so that they can be better prepared to identify assault and compassionately assist a child.

Counseling as a Curriculum Area

Jane McDonough, Superintendent/Principal
Monte Rio Elementary School
Main Street
Monte Rio, California 95462
(707) 865-2266

Goal:
To integrate basic counseling skills into the curriculum as a way to improve the self-esteem of students and deter substance abuse.

Overview:
With one class per grade, and one teacher per grade level, there were few opportunities for flexible scheduling at Monte Rio Elementary School. Wanting increased opportunities to work together, and to teach the large number of students in danger of failing more effectively, the teachers developed a sequential counseling curriculum for mixed groups of 5th-8th grade students. The curriculum has five phases:

1. Starter: an introduction to the group process and exercises to help students become comfortable sharing feelings and insights with their peers.

2. Stepping Stones: a peer counseling group which discusses substance abuse prevention and self-esteem issues with the students at the K-4 grade levels.

3. M.A.D. (Make A Difference): students write, produce, and publish the school newspaper, The Guiding Light. The newspaper includes articles about teen pregnancy, drug and suicide prevention, drinking and driving, good television shows, popular music, and interviews with teen parents, students who have been to Juvenile Hall or recovered substance abusers. Surveys about social issues such as dating and sexuality are conducted and the results are reported in the subsequent edition.

4. Look to the Future: explores career and educational opportunities throughout rural communities in the region.

5. Options: students identify risk factors in their behavior and help one another develop alternatives to dealing with depression, peer pressure, experimentation with drugs and sex, dropping out of school and other personal issues.

Given the sensitive nature of the issues presented in the counseling curriculum and discussed in the courses, teachers have found it helpful to themselves as well as their students to mix grade levels, share teaching responsibilities and create a supportive environment to build trust and self-esteem.

Drug-Free Schools and Communities

Western Center for Drug-Free Schools and Communities
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000

Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 South West Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9479

Southwest Regional Center for Drug-Free Schools and Communities
555 Constitution Avenue
Norman, Oklahoma 73037
(405) 325-1454

Goal:
To prevent student alcohol and drug use.

Overview:
Alcohol and drug use is not just an urban school problem. Students in small, rural schools have access to, experiment with and become abusers of alcohol and drugs as well.

The Drug-Free Schools and Communities K-12 Program is funded by the U.S. Department of Education through 1990. The objectives of the programs are:

1. Prevention before use begins

2. Early intervention when use is in the experimental stage

3. Referral to treatment for students preoccupied with or dependent on alcohol and drugs

4. Aftercare for those who received treatment and are re- entering the school setting

The Drug-Free Schools and Communities Program uses a school-community team approach. Teachers, administrators, counselors, secretaries, nurses, coaches, parents, medical practitioners, law enforcement officers, religious leaders and students receive training and assistance to: plan needs assessments, develop action plans, review school drug and alcohol policies, and initiate and support substance abuse prevention and intervention activities. Training workshops for the school-community teams are offered in topical areas such as developing prevention and intervention strategies, selecting curriculum, initiating a student assistance program and evaluating program activities. The five regional program centers in the national network also provide assistance in team building, policy analysis and dissemination through newsletters and showcasing model programs and practices.

KNOW Program (Kids Need Opportunities to Win)

Nancy Helm, Principal
Del Rio Elementary School
P.O. Box 225
Chino Valley, Arizona 86323
(602) 636-4414

Goal:
To prevent school failure of entering kindergarten students by early identification of their developmental skills and learning styles.

Overview:
In May of the year before a child enters kindergarten, the primary teachers at Del Rio Elementary School administers the Early Prevention of School Failure screening battery. The youngsters are tested in five modalities: language, auditory, visual, fine motor and gross motor. Each pre-kindergartner who tests below standard in at least two modalities is invited to participate in the summer KNOW Program.

The KNOW staff plans a series of specially designed activities for youngsters according to their collective and individual strengths and deficiencies. One staff person is responsible for conducting weekly home visits where the youngster has a half-hour private and directed instruction. Parents are instructed to use a packet of homework materials provided weekly at the home visit to reinforce and expand the KNOW activities. The children are evaluated again before entering kindergarten to assess the amount of development in the modality areas.

One of the strengths of the program is integrating parents into school activities. This parent-school partnership begins with the KNOW Program and is continued in the 1st grade. Parents are trained to correct papers, individualize instruction and be better teachers of their own children.

Migrant Education Program

Migrant Education Program
Arizona State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-5138

Migrant Education Program
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 324-1556

Migrant Education Program Nevada
State Department of Education
400 West King Street, Capitol Complex
Carson City, Nevada 89701
(702) 885-3136

Migrant Education Program
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7725

Goal:
To provide academic and social support to migrant students.

Overview:
Many rural schools are located in communities dominated by agricultural, fishing and ranching economies. Given this, there is a seasonal influx and departure of workers and their families, many with school-age children who speak little or no English and have a history of erratic school attendance.

The U.S. Department of Education provides funds to support a variety of academic and social services to migrant students and their families. Services include tutors, bilingual aides, English as a second language programs, summer school, Saturday workshops, correspondence courses, parent education, meals, health services and access to supplemental enrichment activities such as 4-H and Scouts.

The Migrant Education Program also supports a cadre of community aides who enroll children age three to 21 in school programs: preschool, K-12, GED studies, or re-entry after dropping out. Community aides make regular visits to farms, ranches, canneries and fisheries to identify newly arrived children and document the departure of others. The program uses a national computer-based tracking system that allows for immediate retrieval of the academic and health history of a given migrant student. This helps the aides provide continuity of services but does little to assist students in negotiating academic units, promotion or graduation with various school districts.

PASS (Portable Assisted Study Sequence)

Mary Lloyd, PASS Coordinator
487 W. Shaw
Fresno, CA 93704
(209) 255-6612

Goal:
To offer migrant students the opportunity to take correspondence courses to meet high school graduation requirements.

Overview:
PASS correspondence courses were 1st developed in California in 1978. Today, there are fourteen states with active PASS programs. Funding is provided through Title I and Chapter 1 funds permitted for migrant students. California provides the majority of the materials to these states, which are then redesigned to meet each state's educational requirements.

The program is geared to those students who fall under the legal definition of "migrant". A migrant student is age three-21 who has moved with his or her parents during the last twelve months in order to secure temporary or seasonal agriculturally-related employment. In the 1987-88 academic year, California had 5875 students enrolled in the program. The program supplies free materials and services to California migrant programs, and a student can be enrolled in the PASS program for six years: the first year because of his or her status as a migrant student, and five additional years because of being a former migrant student.

Courses available in English include: science, social studies, visual arts, math, (through first-year algebra), consumer economics, driver education, traditional English and writing practice for non-English speakers. Courses offered in Spanish include: American government, U.S. History, driver education, general math and science. Students enroll in the program in the school district they are currently attending. Assignments and tests are corrected at the Migrant Education Program office in Fresno which issues a transcript from the Fresno Unified School District after five units (one semester) are completed.

Project Alternative Education

Rae Edwards
Albert M. Lowry High School
P.O. Box 831
Winnemucca, Nevada 89445
(702) 623-8130

Goal:
To build self-esteem among students while teaching the basic academic skills needed for graduation.

Overview:
In Nevada's rural mining country, 170 miles northeast of Reno, Albert M. Lowry High School offers an innovative, alternative education program. In its fourth year, the program is designed for students in grades 10-12 who are experiencing problems that may affect their opportunities to graduate. Having to postpone graduation due to failing too many courses or experiencing problems at home or with juvenile authorities are reasons for students to enroll. Recommended by teachers and/or counselors, students may attend up to five class periods of independent study per day. Most students who enter the program are in their junior or senior years. Courses are both academic and designed for personal enrichment. Currently, 30 students are registered.

The program is designed "to make students open up to the knowledge and belief that they can succeed, even if it is only in one class." The program's coordinator concedes that "not everyone passes;" however, "we do everything but stand on our heads for them, and the ones who do succeed are the ones who are able to see the value in education."

Course planning is flexible. To a certain degree, students are involved in the planning of the courses. There are ten subjects areas: English I and II, novels, library, mathematics (only one year), history, science, health and personal enrichment. All students take the personal Enrichment class the first hour of every morning. The focus of this course is to build the student's self-esteem through problem-solving and creative thinking exercises. For example, students are currently involved in developing a film on how they view life. The project is titled "A Slice of Life", and will include a lecture by and the opportunity to work with a professional film maker. This is an excellent opportunity to build basic skills as well as developing student creativity.

Q Groups

Steve Larsgard, Principal
Battle Mountain Middle School
650 Altenberg Avenue
Battle Mountain, Nevada 89820
(702) 635-2415

Goal:
To promote self-esteem and a positive learning environment.

Overview:
A day in the life of students at Battle Mountain Middle School begins with Q Groups. This 20 minute session is a safe and intimate time to discuss feelings, teenage concerns, and social and interpersonal issues. Many of the activities are based on the nationally known Quest program, hence Q Groups. Activities and guided discussions are intended to promote self-esteem and social and academic confidence. The faculty and staff believe that the key to a strong academic performance is a positive self-image.

All faculty and staff receive training from the principal in ways to promote a positive learning environment. They are encouraged to model positive behaviors, stress the importance of strong self-esteem, and be sensitive to the needs, feelings and value differences of the students. During Q Groups, teachers focus on improving communication with parents, dealing with peer pressure, physical and emotional changes associated with adolescence, and avoiding drug and alcohol use. Many of the activities and issues discussed in Q Groups are woven into the core curriculum through reading, writing and cooperative learning exercises.

Teachers also promote the idea that students are part of the community and are responsible for its enhancement and improvement. Through the Q Group program, students have adopted a stream from the Bureau of Land Management and built fire pits, reinforced an embankment and cleared debris and trash. In return, the Bureau of Land Management has sponsored biologists, archeologists, and botanists to conduct wilderness activities for the students.

San Benito Intervention Project

Greg Hearn, Superintendent
San Benito High School District
1220 Montery Street
Hollister, California 95023
(408) 637-5831

Goal:
To develop an at-risk intervention program for high school students.

Overview:
San Benito High School, in California's rural central valley, is troubled by alarmingly high numbers of at-risk students. These students are low achievers, poor attenders, substance abusers, dropouts and are failing courses and grade levels. Twenty percent of San Benito's freshman class each year are not promoted because of poor achievement.

Far West Laboratory and San Benito Joint Union High School District piloted an intervention program for freshmen whose records from eight feeder schools indicate the risk of failure. Records are compiled from grade point averages, counselor and teacher recommendations and other displays of at-risk behaviors. Identified freshmen are enrolled in a special sixth period course taught by a teacher/counselor and instructional aide. Using homework assigned by other teachers, the course focuses on developing good study skills and better self-esteem. Students complete a time management homework contract each day. They learn listening and effective note-taking strategies and test preparation skills. The course also addresses personal goal-setting, decision-making, substance abuse prevention and intervention, parenting and stress management.

The San Benito pilot will document its outcomes and share its results with neighboring rural school districts in an effort to expand and improve intervention for at-risk students. Roundtable exchanges with administrators, teachers and counselors from other districts are planned.

Skills For Adolescence

Vicki Nagos
Biggs Middle and Senior High School
3046 2nd Street
Biggs, California 95917
(916) 868-5825

Goal:
To help middle school students make the social and academic transition from elementary to secondary school.

Overview:
Current research has shown what middle school teachers have long known: middle school students are different from their younger and older counterparts at the elementary and secondary levels. The underlying premise of the Skills For Adolescence program is to help young teens develop a strong, sound self-concept that will better enable them to make personal and academic choices.

The 7th grade Skills For Adolescence course is based on the nationally known Quest program. It focuses on: entering the teen years, building self-confidence through better communication, improving peer and family relationships, setting goals and developing their potential. Study skills and public speaking are also practiced. The 8th grade Skills For Adolescence course emphasizes study skills: time-management, listening, concentration, motivation, note-taking and test-taking. Special topics include library research skills and career exploration.

The program is designed to be easily integrated into all subject areas, especially language arts and social studies. Assignments require students to read, write, conduct research, present papers and offer analysis and feedback to others.

Snowville Self-Esteem Program

Peggy Marie Smith
Snowville Elementary School
P.O. Box 666
Snowville, Utah 84336
(801) 872-8172

Goal:
To help students feel good about themselves and their school experiences.

Overview:
The 58 students at Snowville Elementary School are rewarded by their teachers with "a lot of positive things happening each day!". It is the teachers' philosophy that students will achieve their highest academic potential when they develop a positive self-image and strong social skills.

The program includes mastery learning of academic subjects such as continual progress, non-graded math and encouragement to read for pleasure. Reading is emphasized through a program of daily reading slips and monthly rewards, culminating in an annual "reading slumber party" for the 1st through 5th graders. Other enrichment activities include dance, art, music and physical education with "handmade" equipment. On alternate years "Expedition Yellowstone" brings the 4th and 5th graders to the national park for a week in an outdoor classroom. Monthly assemblies honor student achievement and other personal accomplishments such as good citizenship and sportsmanship.

As a school standard, a modified assertive discipline policy rewards positive social behavior. Each month a joint parent-teacher workshop is offered to discuss and practice a particular social skill. The workshop is then modified for the students whose improved social skills are acknowledged at a school assembly. Benevolence and sensitivity toward others is reinforced through the Gift Project, whereby students make Christmas stockings filled with school supplies to share with those less fortunate at the Children's Medical Center.

Student Leadership Retreat

Doug Byington, Principal
Obrien Junior High School
10500 Stead Boulevard
Reno, Nevada 89506
(702) 972-0233

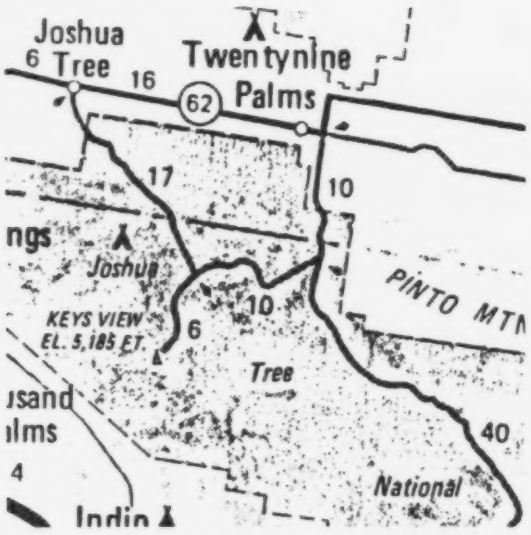
Goal:
To promote the development of positive leadership skills and self-confidence among students.

Overview:
Two weeks before the beginning of the school year, the faculty and staff at Obrien Junior High School, located on the outskirts of Reno city limits, host an invitational retreat for sixty students. The students are selected because of either their negative or positive leadership skills. Negative leadership is defined as disruptive, withdrawn, abusive or violent behavior; truancy; and drug or alcohol use. Positive leadership is associated with clear communication, teamwork, effective decision-making and respect.

For two days at a school site in the Lake Tahoe resort area, teams of students, a deliberate mixture of positive and negative leaders, learn to work, play, share, and compete together. Leadership activities emphasize cooperation, consensus-based problem-solving and role playing and resolving simulated conflicts. Students are taught to play games with the objective being team participation, not winning. They also attend workshops with special guest presenters who speak on a variety of topics: dating, communicating with parents, developing self-esteem, and avoiding drug and alcohol use.

The retreat is fun. Staff and former participants, who now attend high school, volunteer their time and talents. The principal is the cook at the barbeque, the cafeteria staff prepare the other meals, the school counselors help oversee the activities, and even the bus drivers leave their summer vacation behind to shuttle students to the retreat. Upon returning from the retreat, the students remain in teams during the school year and assume leadership roles. Some teams, for example, have sponsored fund-raising events for school beautification and improvement. Program success is measured also in terms of the overall decrease in bullying behavior and corresponding increase in positive leadership.

Special Education



HAPPY (Home Activity Program for Parents and Youngsters)

Cybil Perkins, Project Coordinator - HAPPY
Department of Human Services
480 Galletti Way
Sparks, Nevada 89431-5574
(702) 789-0284

Goal:
To provide home-based early intervention for young children with handicaps and their families throughout rural Nevada.

Overview:
Before entering kindergarten, children up to age six who have congenital, prenatal or hereditary disorders, sensory impairments, neurological dysfunctions, and/or significant developmental delays receive special therapeutic and educational services even if their families reside in the most remote corners of the state.

Based on child and family needs, a team of child development specialists and speech, physical and occupational therapists develop an individualized home activities program. Monthly home visits and quarterly assessments are conducted by the designated HAPPY specialist. All visits and assessments are videotaped. This allows the interdisciplinary team to review each case without traveling the great distances and monitor child progress as well as parent implementation of therapeutic activities. Other uses of the videotapes include a review by medical professionals inaccessible to rural families and a teaching tool for parents. The program is updated monthly based upon a child's progress.

All HAPPY staff are available for consultation via videotape, telephone and mail. HAPPY maintains an extensive library, including more than 100 instructional videotapes. It organizes parent support groups, coordinates other local resources, trains rural paraprofessionals and professionals to serve children with special needs and assists in the transition from HAPPY to the public schools. HAPPY staff offer children, their families and teachers guidance and support throughout the special education and mainstreaming process.

The HAPPY early intervention program and delivery system has shown significant increases in the development rate of handicapped pre-school age children. Cost analysis data also indicate that it is much more cost effective than the alternatives: no intervention or institutionalization.

Itinerant Visually Handicapped/Orthopedically Handicapped Program

David Shaw
Office of the San Benito County Superintendent of Schools
460 Fifth St.
Hollister, California 95023
(408) 688-7703

Goal:
To provide special education services to students living in rural communities and attending neighborhood schools.

Overview:
Throughout rural San Benito and Santa Cruz counties in the California central valley, students with either a visual or orthopedic handicap attend their neighborhood school and are mainstreamed into classes with the support of a specially trained and credentialed itinerant special education teacher.

The counties support a team of eight itinerant special education teachers to assist students with mobility, using technology, and adapting to the school environment. They are available to work with students in their classroom from a few times a week to intermittently throughout the month depending upon their needs. They promote disability awareness to all school staff and work closely with the classroom teacher, instructional aide, adaptive physical education specialist, and family to provide a safe and educationally challenging school program. Teachers and students are taught how to use computerized braille writers, and to print copies of documents in both braille and standard print. Augmentative communication systems, such as speech synthesizers, are used by non-oral students to participate in class exercises.

The strength of the itinerant program is that it provides the student a less restrictive school environment and an opportunity to attend school with their neighborhood peers. In addition to emphasizing the development of academic skills and self-confidence, the program encourages interpersonal communication skills and independent mobility.

Project NETWORC (Nevada Educational Television Working Out in Rural Communities)

Penny Royce, Project Coordinator
480 Galletti Way
Sparks, Nevada 89431
(702) 789-0284

Goal:
To provide preservice and inservice training to professionals working with disabled young children in rural areas.

Overview:
Project NETWORC is a three-year federal personnel preparation grant designed to provide both preservice and inservice training in early childhood special education to professionals in targeted rural communities throughout Nevada: Ely, Elko, Minden-Gardnerville, Hawthorne and Fallon. NETWORC is a collaborative effort with the University of Nevada-Reno, involving faculty from the College of Education, technical assistance from Instructional Media Services, and credit from the Division of Continuing Education.

Using an audio-teleconferencing system and facsimile transmitters, NETWORC broadcasts four 3-credit university accredited classes to an average class size of 68 students. The courses are:

1. Overview of Handicapping Conditions in Young Children
2. Assessment Considerations for Young Children with Special Needs
3. Curricula for Young Children with Special Needs
4. Working with Families of Young Children with Special Needs

Each video session is followed by an on-line lecture, discussion and on-site corresponding activities. While on-line, the students can interact with the instructor as well as students from other sites. Students are primarily early childhood, elementary and special education teachers; speech and occupational therapists; counselors; administrators; and nurses.

SCORE (Supervised Career Opportunities in a Rural Environment)

John Beard, Project SCORE Coordinator
Humboldt Unified Schools
Drawer A
Dewey, Arizona 86327
(602) 772-9200

Goal:
To assist mild, moderately and severely handicapped students to make the transition from school to the community.

Overview:
The ultimate goal of Project SCORE is to help physically and mentally handicapped students prepare for competitive full-time employment. The students earn high school credits for completing a pre-employment skills course and job experience. The course gives students an opportunity to complete mock job applications and practice interviewing skills through role-playing. The career and vocational education curriculum of Project SCORE is infused throughout the other subject areas, and is underscored by the philosophy that meaningful work makes people feel they are worthwhile, independent and contributing members of society.

Diversified training is key to Project SCORE. Students are placed in the district's custodial and laundry services as well as private sector positions in restaurants, factories, machine shops and information bureaus like the local Chamber of Commerce. All students are trained and supervised by project staff who work with the employer to set realistic expectations about time, quality and commitment and to coordinate transportation and modification of the work environment to make it more accessible to handicapped workers.

The local newspaper helps the district gain the support of the business community by featuring the dependability and enthusiasm of the SCORE students. A close relationship between the schools, business community and adult service providers is imperative if the employment rate of handicapped workers is to improve. Critical to the development of a transition model in a rural community is the continuous assessment of available employment opportunities and analysis of specific skills required for successful job performance. Since most graduating SCORE students remain in their hometowns near the Prescott National Forest, they are faced with limited employment opportunities. A continuum of optional work experiences, from non-paid career exploration to subsidized sheltered and unsheltered work to non-subsidized employment, are available to SCORE students and their employers.

Utah Parent Information and Training Center

4984 South 300 West
Murray, Utah 84107-4706
(801) 265-9883

Goal:
To provide information and support to parents with children with special needs.

Overview:
The Utah Parent Information and Training Center is staffed by parents for parents who have children with physical, emotional, and psychological disabilities. It provides specific information about services available (respite care, applying for social security insurance, day care); educational options; laws, rules, regulations and procedures; and coping strategies for families caring for a disabled child.

The Parent Center offers several workshops on educational topics. Parents are taught to conduct or more effectively participate in conferences with teachers and other school personnel. They practice active listening skills, establishing rapport and asking questions to clarify information. Parents receive training in interpreting assessment results and diagnoses. They learn to become trouble-shooters, ensuring that they and their child are receiving the highest quality special education available. Parents have the right to contribute and respond to their child's IEP (Individualized Educational Program). This document, required by federal law, details the educational plan for each disabled child. Training is also available to parents with a child in senior high school to prepare for a transition from school to adulthood.

The Parent Center offers training for improving parenting skills as well. Stress management, behavior management, coping as a family and networking with other parents of disabled children are reinforced in the workshops and discussion groups. A Parent-To-Parent program matches volunteer parents who have adapted to the challenges of parenting a disabled child with parents of a newborn or newly diagnosed disabled child. This program helps parents deal with their mixture of emotions: guilt, anger, frustration, fear, disbelief, and love. It breaks the isolation many parents feel by creating a support network for them, their families and their disabled child.

School Improvement

Bag of Tricks

Daniel Levine, Superintendent/Principal
West Side Union School
1201 Felta Road
Healdsburg, California 95448
(707) 433-3923

Goal:
To brighten the school climate.

Overview:
At a small K-6 school deep in the heart of California's wine county, the principal is committed to promoting a high level of excitement among teachers, students and parents about teaching and learning. School climate, student achievement and school-community relations all have improved with the use of formal means of recognition for citizenship, sportsmanship, philanthropy and academic excellence.

In addition to conventional means of recognition, such as award assemblies, certificates of merit and photographs of the student and teacher of the month posted in the hallway, West Side Union School has developed a "bag of tricks" to brighten the school climate. Students organize and sponsor several fund-raising events to bring guest performers to the school. There are jogathons and readathons and contests to design bookmarks and book covers. In the past they have invited Indonesian dancers, puppeteers, African drummers and opera singers to the school. Each week a small group of students are invited to meet socially with the principal as a way to become better acquainted. Once a month, a deserving student is rewarded by being taken out to lunch with the principal.

Involving parents in school activities has also improved the school climate. They are invited to the school to attend workshops on child development, educational technology and tutoring children. The school also offers monthly, "Friday Nights at the Videos," where a free movie for children is shown in one room and a movie for adults is shown in another. Other events such as a wine tasting and a party for parents who volunteered in carpools, classrooms, the library and special events are sponsored by the school. As a lunch treat for the students, the parents club organizes a monthly surprize such as Hot Dog Day, Burrito Day and Popcorn Day.

Teachers are recognized with business cards, staff breakfasts, humorous gifts and faculty photographs. Professional development is consistently encouraged and rewarded. Teachers who attend workshops and district and university courses conduct training sessions on the school site for their colleagues.

Bret Harte High School Discipline Committee

Robert F. Bach, Superintendent/Principal
Bret Harte Union High School
364 Murphys Grade Road
Angels Camp, California 95222
(209) 736-2507

Goal:
To integrate the community and students in school discipline policy-making.

Overview:
In an effort to create a positive learning environment, the Bret Harte High School administration aimed to reduce school discipline problems and emerging discipline issues by including students, parents, teachers, administrators and the business and public service communities in the policy-making process.

A new committee is organized each year and composed of 30-40 self-appointed volunteers. More than one-third of the committee is composed of student representatives from each grade. Parents of students who have had discipline problems are encouraged to participate, bringing empathy to other parents and gaining insight about teenage behavior. The vice principal facilitates the meetings which are held at least four times a year. Additional meetings are scheduled to correspond to discipline problems and emerging issues. Representatives from the law enforcement community and businesses near the school are guest speakers at the meetings, addressing issues of traffic, drinking and driving, vandalism, shoplifting and the open-campus lunch policy.

The discipline committee makes policy recommendations to the administration and the school board about current and potential problems. Each year the committee reviews and revises the published discipline policies and procedures. The participating students convey policy discussions to students through the student council and relay their responses to the committee.

The school discipline committee is credited with defusing many sensitive issues. Vandalism is at an all time low and discipline problems have subsided drastically. The students welcome the opportunity to influence school policy and participate in the process.

ODDM (Outcomes Driven Developmental Model)

Lyle Wright
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7725

Goal:
To promote research-based school improvement.

Overview:
Many small, rural schools in Utah are committed to a comprehensive redesign of schooling based on the Outcomes Driven Developmental Model (ODDM). ODDM is a systematic change process that is applied to all facets of schooling, such as instructional practices, curriculum design, school climate and school management. Change in each area is based on the best research literature and the effective translation of theory to practice rather than on opinions and unexamined past practices.

The impetus behind the ODDM movement is the overall dissatisfaction many educators have with student achievement patterns. ODDM is a model that aims to insure that schools create an environment where students can learn with excellence, teachers can teach effectively and administrators can manage more competently. Its adoption has achieved a high level of success in promoting teacher and administrator effectiveness that, in turn, produced higher student achievement as measured by scores on criterion-referenced and standardized tests.

The model, unlike many other school improvement models, has an explicit mission and philosophy; utilizes a systematic training and development model to guide teachers and administrators in learning how to use the change process; relies on a research-based problem-solving approach; and develops a leadership and management team that implements ODDM and understands how effective change occurs in organizations and people.

Park City Children's Center

Laurie White
Park City Children's Center
Park City Schools
P.O. Box 68310
Park City, Utah 84068
(801) 649-9671

Goal:
To provide child care services for teachers and school district staff.

Overview:
In the small mountain resort town of Park City, Utah, the teachers and district staff planned and created a reliable, high-quality and self-supporting day care center for their children. With support from the principal, superintendent and Board of Education, a director of child care services was appointed and two previously unused classrooms at Treasure Mountain Middle School were converted to the Children's Center.

Costs to operate the Children's Center are payroll, food for snacks and lunches, supplies and equipment. All money comes from parents who pay a weekly fee of $65.00 for infants and $60.00 for children. Initially, most of the furniture and toys were donated; since then a budget for the purchase of new equipment has been created.

The Children's Center does not affect the workload of the teaching or district staff. The director, a certified day care administrator, maintains janitorial, clerical and food services separate from the school.

Since the Children's Center is available only to the teaching and district staff, enrollment is maintained at around 30 children. Teachers and staff are relieved to have accessible, quality day care and enjoy having their children nearby to visit and tend to during lunch and recess.

Project LOVE (Local Organization for Volunteers in Education)

Carl Hastings, Principal
Mary S. Black Elementary School
450 East Sixth Street
Battle Mountain, Nevada 89820
(702) 635-2889

Goal:
To encourage greater parental involvement in schooling and stronger community-school ties.

Overview:
Project LOVE brings parents, grandparents, civic leaders and other concerned community members into the classroom to provide students the attention they deserve. They are the extra hands that teachers need to individualize instruction or deal with a particular student's behavior. Their primary role is to provide direct services to students such as tutorials, small group activities and interpersonal support.

A staffperson at Mary S. Black Elementary School coordinates Project LOVE. The coordinator makes presentations to parents, civic groups and local businesspeople to attract and recruit volunteers. There are currently 25 Project LOVE participants who are committed to at least 25 volunteer hours a week. Before entering the classroom, the volunteers participate in an extensive training session conducted by the coordinator, principal and other staff. There is a published training manual that outlines their responsibilities, roles and expectations about professionalism, teaching skills, building rapport, and promoting self-esteem among students.

The Project LOVE volunteers receive a lot of public recognition for their dedication to the school. They are given gifts such as personalized coffee mugs and caps with the Project LOVE logo of a hand reaching out to a hand. They are also regularly honored in the local newspaper. The greatest recognition, however, comes from the students, who look forward to working with "their" volunteer.

School/District Effectiveness Development Process

Dale Forgey, Superintendent/Principal
Somis Union Elementary School District
5268 North Street
Somis, California 93066
(805) 482-5711

Goal:
To provide an on-going process of maximizing the effectiveness of the school/district as a community institution.

Overview:
Each year the students, parents, faculty, staff, advisory groups and governing board of the Somis Union Elementary School District work through a process of assessing the K-8 school's performance as an educational and community institution. The assessment is based upon high priority goals that are incorporated into an action plan. The action plan is developed through a consensus agreement process and is carefully monitored throughout the school year. The year-end evaluation becomes the starting point for the following year's process.

The wellspring of the process is the district's mission statement: "... to provide an environment in which students can achieve their maximum potential in the areas of academics, citizenship and attitudes." Based upon this mission, the goals and action plan for 1988-1989 are:

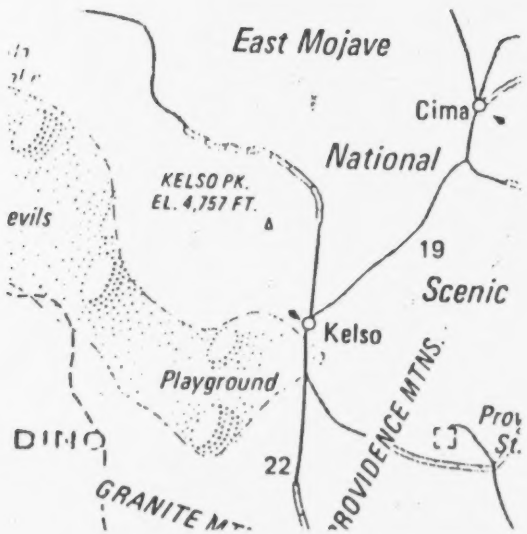
1. To improve students' academic performance by using standardized tests for indicators and analysis; better integrating mentor and bilingual teachers; promoting critical thinking and higher order thinking skills; ensuring that homework is relevant; increasing student participation in special academic activities; and informing students and parents of expectations.

2. To increase the level of support for the district by inviting parents and community members to become more involved; improving the school climate through banners, logos, contests and slogans; and publishing a newsletter.

3. To improve students' respect for themselves, others and the school by integrating self-esteem programs in the curriculum; providing staff development in and encouraging the use of cooperative learning; recognizing good attendance, achievement and social interactions; using sponge activities to increase time on task; and involving students in school decision-making.

4. To improve the overall economic condition of the district by scrutinizing the budget; using positive public relations; maximizing fundraising activities; and attempting a parcel tax election.

Resources and Publications for Rural Educators



Regional Educational Laboratories

Appalachia Educational Laboratory
P.O. Box 1348
1031 Quarrier Street
Charleston, West Virginia 25325
(304) 347-0400

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000

Mid-continent Regional Educational Laboratory
12500 East Iliff Avenue
Suite 201
Aurora, Colorado 80014
(303) 337-0990

The Regional Laboratory for Educational Improvement
of the Northeast and Islands
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

North Central Regional Educational Laboratory
295 Emroy Avenue
Elmhurst, Illinois 60126
(312) 941-7677

Northwest Regional Educational Laboratory
101 South West Main Street
Suite 500
Portland, Oregon 97204
(503) 275-9500

Research for Better Schools
1444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512)476-6861

Southeastern Educational Improvement Laboratory
P.O. Box 12746
200 Park. Suite 204
Research Triangle Park, North Carolina 27709
(919) 549-8216

Selected National Resources for Rural Educators

Action Agenda Project
1221 Thurston
Manhattan, Kansas 66502
(913) 532-5866

American Council on Rural Special Education
Western Washington State University
Bellingham, Washington 98225
(206) 676-3576

Center for Research on Rural Education
Montana State Univeristy
Bozeman, Montana 59717-0006
(406) 994-3711

Center for Rural Education and
Small Schools College of Education
Kansas State University
Manhattan, Kansas 66506
(913) 532-5886

Center for Rural Women
201 Agricultural Administration Building
The Pennsylvania State University
University Park, Pennsylvania 16802
(814)863-4364

Consortium of Higher Education
Rural Program Administrators
Colorado State University
Fort Collins, Colorado 80523
(303) 491-7022

Department of Education
Intra-Agency Committee on Rural Education
Office of Vocational and Adult Education
U.S. Department of Education
Reporters Building, Room 519
Washington, D.C. 20202-5516
(202) 732-2350

ERIC Clearinghouse on Rural Education and Small Schools
ERIC/CRESS
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0400

Heartland Center for Leadership Development
941 O Street, Suite 920
Lincoln, Nebraska 68508
(402) 474-7667

Institute for Community and Area Development
Center for Community Education
Chicopee Complex
University of Georgia
Athens, Georgia 30602
(404) 542-8467

National Rural Development Institute
Western Washington State University
Bellingham, Washington 98225
(206) 676-3576

National Rural Education
Education Building
Colorado State Univeristy
Fort Collins, Colorado 80523
(303) 491-7022

Partnership in Rural Improvement
Washington State University
Pullman, Washington 99164-2134
(509) 355-5509

People United for Rural Education
P.O. Box 411
Conrad, Iowa 50621
(515) 366-2863

Public Broadcasting System
Elementary and Secondary Services
1320 Braddock Place
Alexandria,Virginia 22314
(703) 739-5036

Rural Development Policy Project
Institute for Government Studies
University of California
Berkeley, California 94720
(415) 642-1776

Rural District Forum of the National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314
(703) 838-NSBA

Rural Education Development Center
Eastern Oregon State University
Le Grande, Oregon 97850
(503) 963-1682

Rural Education Center
Department of Education
Southwest State University
Marshall, Minnesota 56258
(507) 537-6135

Rural Education Project
P.O. Box 811
University, Alabama 35486
(205) 348-6432

Rural Sociological Society
Wilson Hall
Montana State University
Bozeman, Montana 59717
(406) 994-5251

Small District Administrators
of the American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(202) 528-0700

Small Schools Resource Center
College of Education
Brigham Young University
Provo, Utah 84602
(801) 378-6030

Small Towns Institute
P.O. Box 517
Ellensburg, Washington 98926

Special Interest Group on Rural Education
of the the American Education Research Association
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0400

Selected Publications for Rural Educators

Country Teacher
P.O. Box 609
Miranda, California 95553

Journal of Rural Community Psychology
California School of Professional Psychology
1350 M Street
Fresno, California 93721

Rural Sociology
Department of Sociology
Montana State University
Bozeman, Montana 59717

Research in Rural Education
College of Education
University of Maine
Orono, Maine 04469

Journal of Rural and Small Schools
Miller Hall
Western Washington State University
Bellingham, Washington 98225

Rural Development Perspectives
United States Department of Agriculture
1301 New York Avenue, N.W.
Washington, D.C. 20005-4788

The Rural Educator
Colorado State University
Education Building
Fort Collins, Colorado 80523

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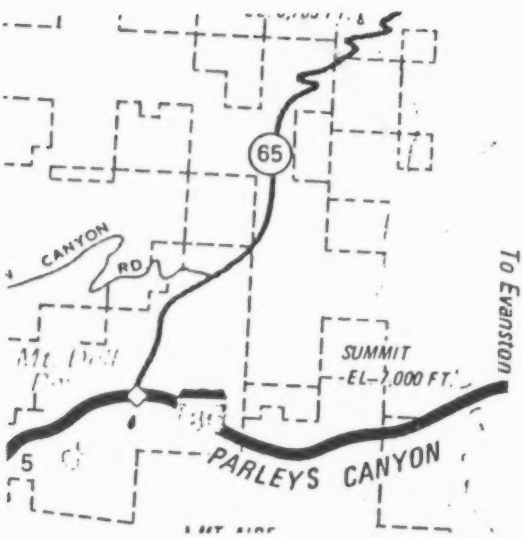

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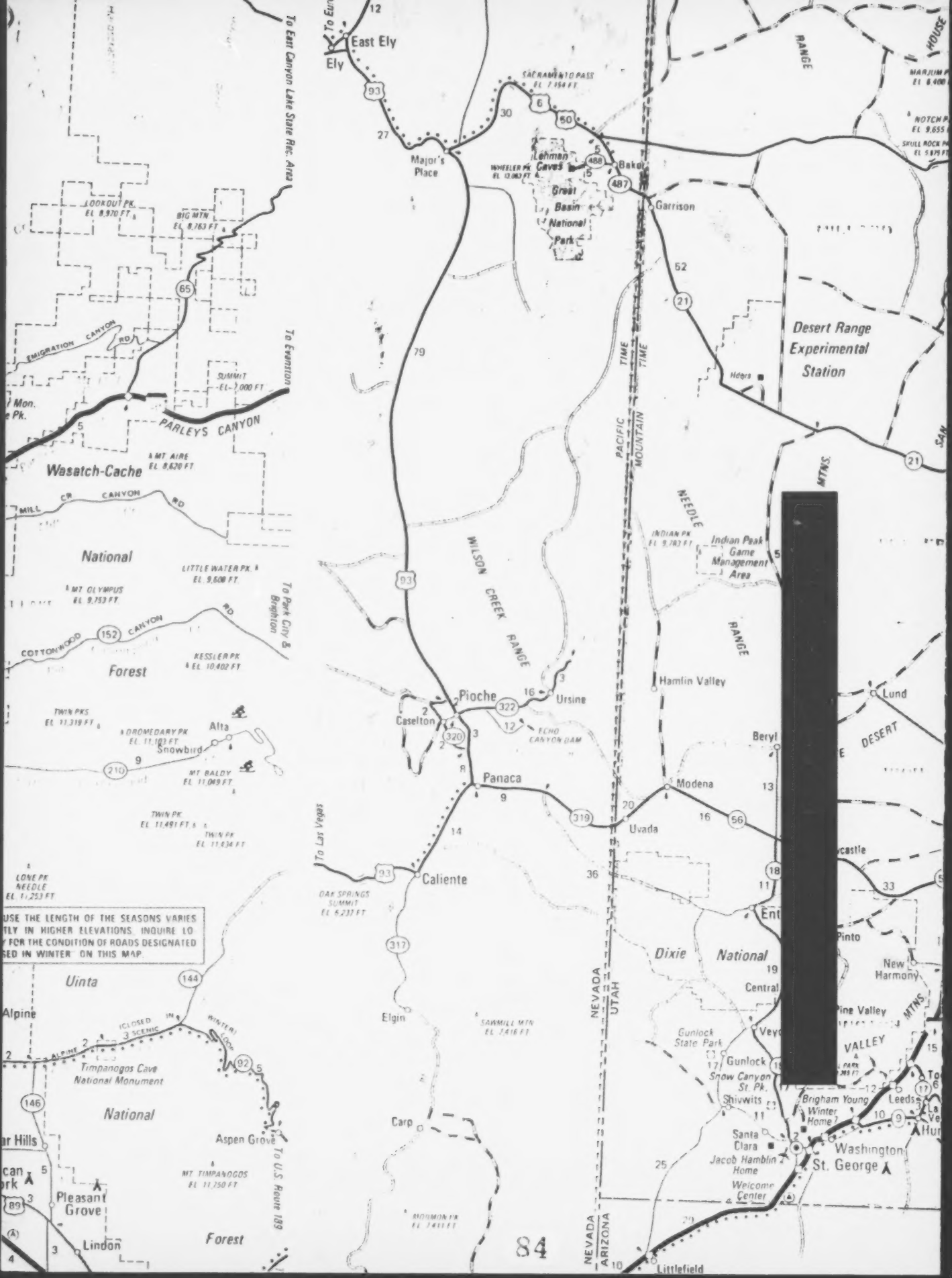
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Major's Place
Lehman Caves
Baker
Great Basin National Park
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Snow Canyon St. Pk.
Shivwits
Santa Clara
Jacob Hamblin Home
Brigham Young Winter Home
Leeds
Washington
St. George
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Littlefield
Alta
Snowbird
Alpine
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Lindon
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Emigration Canyon
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Cottonwood Canyon Rd
Wasatch-Cache National Forest
Uinta National Forest
Dixie National Forest
Wilson Creek Range
Pacific Time
Mountain Time
Nevada
Utah
Arizona
Echo Canyon Dam
Oak Springs Summit
Sawmill Mtn
Mormon Pk
Lookout Pk
Big Mtn
Mt. Aire
Mt. Olympus
Little Water Pk
Kessler Pk
Twin Pks
Dromedary Pk
Mt. Baldy
Twin Pk
Lone Pk Needle
Wheeler Pk
Indian Pk
Notch Pk
Skull Rock Pk
Marjum Pk
House Range
Desert
Valley
Mtns.
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